



SUCCEED2020▶

2012-2017

FIVE YEARS *of*  
ACCOMPLISHMENTS







*“The (state) scholarship helped out a lot. I had saved for a year to have money for college, and the scholarship helped me not to have to dig deep with the bank.”*

**JAMES NADEAU,**  
*Dunseith High School alumni,  
Freshman, Bismarck State College,  
Instrumentation and Controls Program*

*“I have attended many trainings in my 17 years of teaching, but I have never witnessed the amount of immediate positive change as I have this past school year as a result of this training. Thanks for all your work putting this incredible training together.”*

**AMY LYONS,**  
*Teacher, Lisbon Public Schools*

## ABOUT SUCCEED 2020

From 2012–2017, the Hess Corporation made a substantial investment to improve college and career readiness in North Dakota (ND). Hess engaged FHI 360 to manage the initiative and the state's eight regional education associations (REAs) to serve as leaders and change agents, working with their member districts and others in their communities.

These partners implemented activities supporting access to and success in rigorous academic and career and technical education (CTE) programs, ongoing college and career counseling and planning, and targeted and coordinated supports for students needing additional help.

Each year, FHI 360 worked with the REAs to publish *By the Numbers*, a report detailing the reach and depth of Succeed 2020. In this final year, we provide a more comprehensive picture of Succeed 2020 and its accomplishments, outcomes, and stories of success—year by year and REA by REA.

*Methodological note:* Percentages cited in professional learning examples are based on the number of educators reporting changes, not actual response rates. Similarly, percentages cited in career exploration examples are based on the number of students reporting changes. Some educators may have participated in multiple professional learning opportunities, and some students may have participated in multiple career exploration activities.



**SUCCEED 2020'S  
OVERARCHING GOAL WAS  
BOLD AND AMBITIOUS:**

Successful  
transition  
from school  
to college and  
careers for all  
North Dakota  
students.

## Activities and Resources



### SUPPORT AND ACTIVITIES

- \$25 million
- Eight REAs
- 38 steering committee members
- 22 convenings
- FHI 360 technical support team



### DATA COLLECTION

- Common data collection instruments
- Investment in escWorks as a common data platform



### CROSS-REA COLLABORATIONS

- Just in Time (JiT) Math
- Multi-Tiered System of Supports
- Implementation of ND State Standards



### NEW TOOLS

- Roads to Success
- Succeed 2020 Work-Based Learning Manual
- ND State Standards Implementation Guide
- College and Career Readiness: A Guide for Navigators



### ORGANIZATIONAL TECHNICAL ASSISTANCE

- Data collection, analysis, and use
- Finance and grants management
- Human resources policies and job descriptions
- Strategic planning
- Communications
- Sustainability planning



# Results

## MORE IN-DEPTH PROFESSIONAL LEARNING FOR EDUCATORS



Of educators responding to surveys, more than **9 OF 10** (94%) reported a change in their practice as a result of REA professional development. (2016–17)



More than **9 OF 10** (94%) reported a change in student engagement. (2016–17)



**9 OF 10** (90%) reported a change in student learning. (2016–17)

## A BROAD RANGE OF COLLEGE AND CAREER READINESS ACTIVITIES FOR STUDENTS

**93%** of students reported knowing more about careers. (2016–2017)

**85%** of students reported increased understanding of the impact of course selection. (2016–2017)

## STRENGTHENED CAPACITY IN REAs



**5 REAs** developed strategic plans.



**5 REAs** created and updated human resources policies and practices.

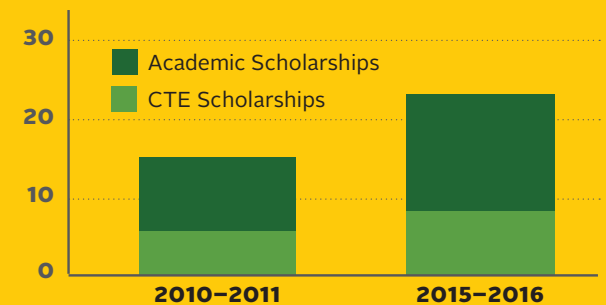


**3 REAs** completed Advanced accreditation.

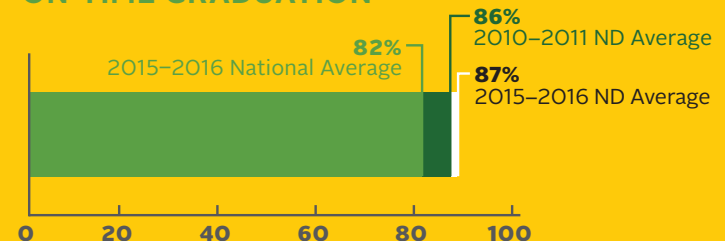
# Impact

## STATE SCHOLARSHIPS

**9** percentage point increase in students qualifying for ND state scholarships



## ON-TIME GRADUATION



**5% HIGHER** on-time graduation rate than the national average

**1 PERCENTAGE POINT** increase in the ND on-time high school graduation rate

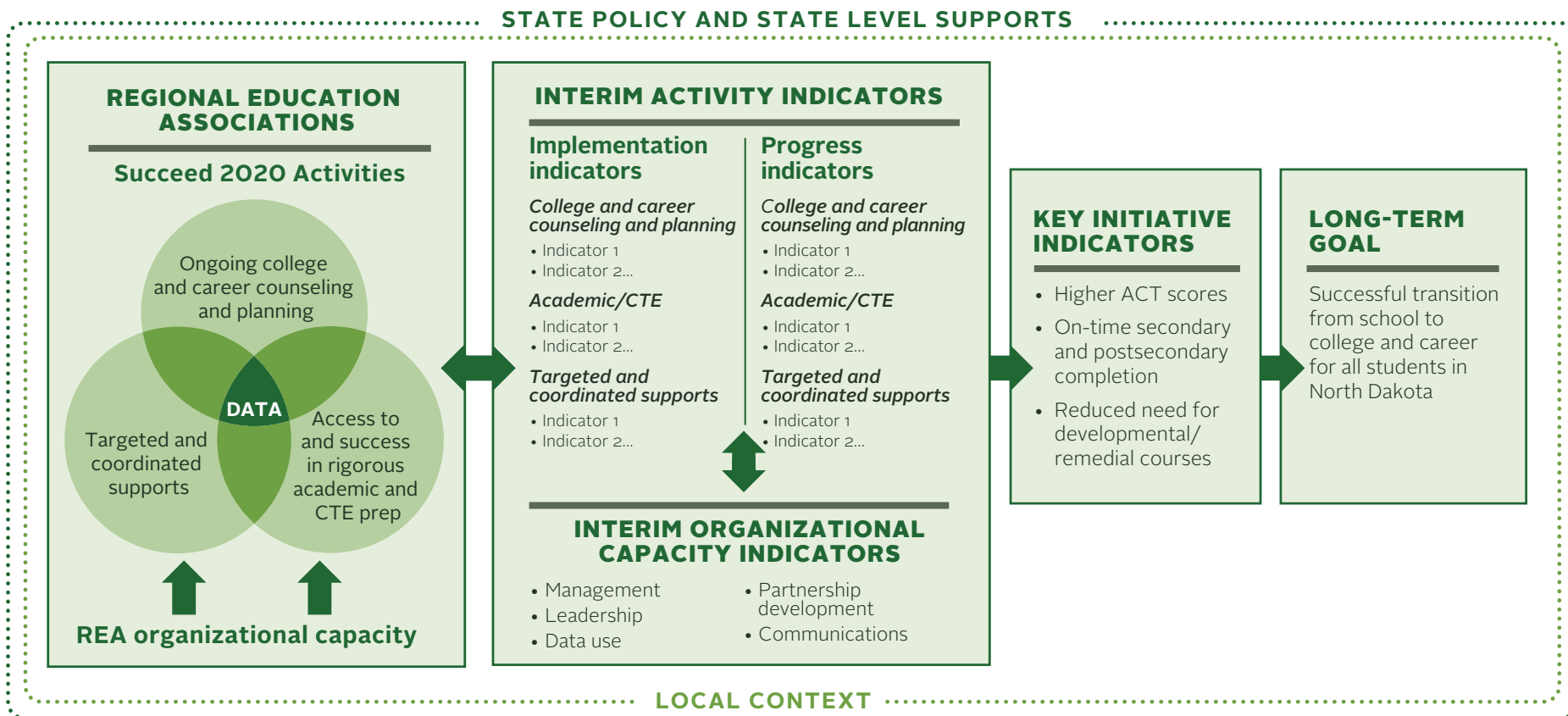
# Multiple stakeholders create Succeed 2020 theory of change

In 2011, a planning committee brought together representatives from ND's education and workforce development systems, the Hess Corporation, and FHI 360 to design a new initiative focused on secondary students. They reviewed the educational landscape and agreed to focus on improving the college and career readiness of secondary students across ND. They also framed the broad objectives of Succeed 2020—to increase students' achievements in the middle grades and high school, access to and success

in postsecondary education, and preparation for 21st century careers.

This committee decided that the eight REAs would implement the initiative. At the time, the REAs represented 97 percent of ND school districts and through them, 98 percent of public school students. With support from FHI 360 and the newly named steering committee, the REAs were poised to reach nearly every educator and student in ND through Succeed 2020.

## THEORY OF CHANGE



# Partnerships strengthen Succeed 2020

Throughout the initiative's five-year duration, many organizations and individuals contributed to Succeed 2020.

## REAs

A regional education association (REA) is a group of school districts seeking to improve their education programs and services through cooperation and pooling of resources. REAs accepted lead responsibility for implementation of Succeed 2020.

## FHI 360

FHI 360, a nonprofit human development organization, managed Succeed 2020 on behalf of the Hess Corporation. FHI 360 provided financial and administrative oversight as well as technical assistance on programmatic and organizational issues. In addition, a liaison from FHI 360 offered customized technical support to each REA, beginning with proposal development and continuing through implementation of the initiative.

## HESS CORPORATION

The Hess Corporation provided a \$25 million grant to make Succeed 2020 possible and remained active in the initiative through participation in the steering committee.

## STEERING COMMITTEE

A broad-based group of state leaders with expertise in education and workforce development offered guidance to the Succeed 2020 effort.

## COMMUNITY PARTNERS

Local partners, including community-based organizations, businesses, municipal agencies, and higher education institutions, worked with REAs to implement Succeed 2020.









Each year, the work of REAs grew deeper and more ambitious as they refined their menus of services for students and educators. All REAs were required to present their proposed activities in work plans that aligned with the three broad Succeed 2020 strategies:

- 1** Access to and success in rigorous academic and CTE programs
- 2** Ongoing college and career counseling and planning
- 3** Targeted and coordinated supports

However, each REA had the flexibility to design activities to reflect its local context and meet the specific needs of member districts and regional students.



## YEAR 1

### REAs launch Succeed 2020

In 2012–13, REAs began their Succeed 2020 work, using their new resources to reach larger numbers of educators and students. In many cases, the initial Succeed 2020 activities represented a dramatic increase in the scope of their existing work. Many educators gained greater familiarity with REAs by participating in one or more professional learning events.



REAs began to build their internal capacity while participating in training and technical assistance. For example, the ND Department of Commerce provided a communications boot camp, while FHI 360 provided targeted technical assistance on work plan development, financial management, and strategies for measuring program impact.

Succeed 2020 engaged educators and/or students in nearly 90 percent of school districts in seven funded REAs.

At the request of the REAs, Succeed 2020 invested in Roads to Success, a college and career readiness curriculum that complements RURReadyND.



## YEAR 2

## In-depth programming leads to need for improved data practices

During the 2013–14 school year, Succeed 2020 activities became more focused. A number of REAs began moving toward multi-session professional learning experiences that extended throughout the school year. In some REAs, students began participating in a series of coordinated college and career readiness activities. As a result, REAs began to recognize the need for more and better data as well as stronger applications of data.

Student opportunities to learn about college, careers, and the paths to realize their postsecondary goals increased significantly. More than 2,500 students from 66 school districts participated in eight college and career fairs; more than 3,000 students participated in STEM activities (e.g. Scrubs Camp, robotics competitions, and project-based coursework), and nearly 2,000 students participated in Roads to Success lessons.

FHI 360 developed the Succeed 2020 Work-Based Learning Manual to guide career awareness, exploration, and preparation activities for students and educators.

REAs worked with FHI 360 to build their data capacity through cross-REA and regional workshops and analyses of REA-specific common metrics reports.

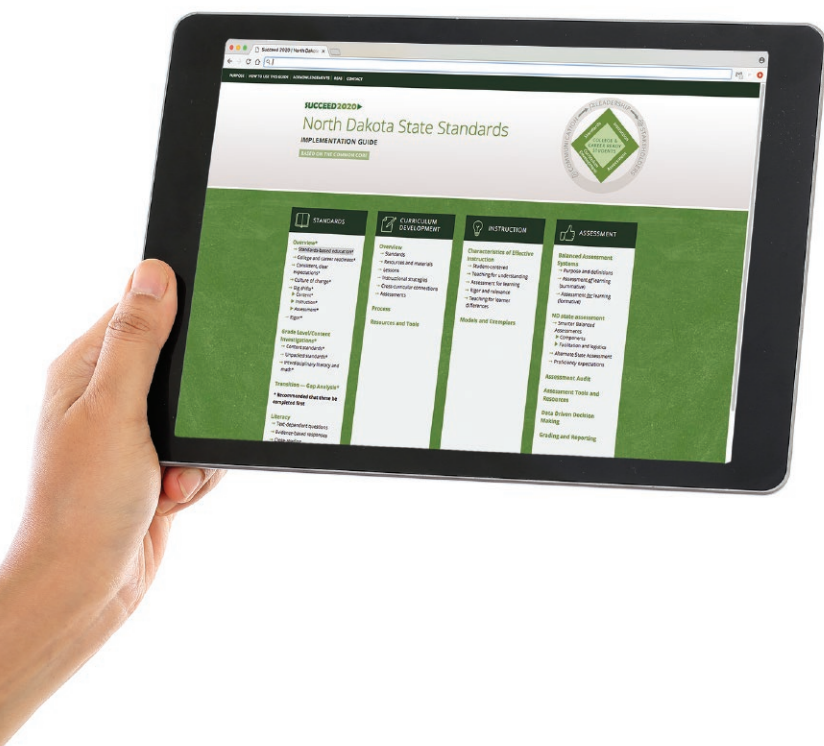




## YEAR 3

## Educational leaders see results

Educational leaders began to see real, lasting impacts on their schools by the mid-point of Succeed 2020. REAs also began working collaboratively to address common challenges across the state.



In response to school and district requests for assistance, REAs developed the ND State Standards Implementation Guide.

With the support of FHI 360, NDREA completed its strategic plan. This empowered the eight REAs to work as a collective, sharing resources and expertise.

### EVIDENCE OF IMPROVEMENT

Each year, a documentation team captured the Succeed 2020 story. Findings from the 2014–15 report, *Striving for Success: Insights from Succeed 2020 Partners*,<sup>3</sup> include:

20% 

increase in the administrators reporting REA staff members “very effectively” identify the needs of students and teachers.

18% 

increase in the administrators reporting REA staff members “very effectively” address needs of students and teachers.

12% 

increase in administrators’ satisfaction with the quality of REA services.

3. Dailey, Caitlin Rose, and Monica Mean. *Striving For Success: Insights from Succeed 2020 Partners*. July 2016. Accessed at: <http://ndsucceed2020.org/wp-content/uploads/2016/07/Striving-for-Success-Insights-from-Succeed-2020-Partners.pdf>

## YEAR 4

## Statewide results begin to emerge

REAs continued to implement programming specific to the needs of their communities, and they also launched cross-REA programming and attained demonstrable results. Cross-REA programming included Just in Time Math, Multi-Tiered System of Supports, and academic literacy. FHI 360 provided cross-REA technical assistance on organizational development, human resources policies, job descriptions, and other administrative functions related to AdvancED accreditation.

*“I really enjoyed your sessions and found them to be some of the most subject specific, useful PD I have ever had. I enjoyed working specifically with the standards and specifically with peers who taught the same subject and grade level.”*

**NATHAN OLSON,**  
8th grade teacher, Valley Middle School

### JUST IN TIME MATH

Just in Time (JiT) Math, a statewide Succeed 2020 project, provided content, pedagogy, and coaching to teachers in grades four through eight across ND. The goal of the project was to increase teachers' knowledge about grade-specific math content and the pedagogical shifts associated with the new ND State Standards (NDSS) for mathematics. This two-year (2015–17) professional learning experience encompassed eight full-day sessions of professional development related to implementation of the NDSS for mathematics, with each session incorporating both grade-specific content and best practices for teaching and learning.

A total of 221 teachers from 66 ND school districts participated in the first year of JiT math workshops, and roughly half (110) continued until the end of the 2016–17 school year. Overwhelming majorities of those who completed the final implementation survey reported changes to their practices and increases in student engagement and learning.<sup>4</sup>



**97%**

reported moderate or substantial changes to their instructional practices.



**93%**

reported moderate or substantial increases in student engagement.



**96%**

reported moderate or substantial increases in student learning.

4. Thompson, Christopher. 2015-17 Just in Time Math Year 2 Executive Summary. Available upon request.



## YEAR 5

# Succeed 2020 demonstrates community impact

In the final year of the initiative, REAs continued to focus on local priorities and cross-REA initiatives, while they developed plans for sustaining key activities beyond Succeed 2020 funding. With guidance from expert consultants, REAs explored the real costs and benefits of programs—not just the funds spent, but actual staff time and effort coupled with impacts on students, educators, businesses, and their communities.

### IN 2016-17, SUCCEED 2020 ENGAGED STUDENTS, EDUCATORS, AND BUSINESSES

**More than 1,000**

students took CTE courses that were not previously available to them.

**Nearly 2,400**

students prepared for colleges and careers through Roads to Success and other classroom activities.

**More than 2,500**

students gained hands-on experience in science, technology, engineering, and math (STEM) activities such as robotics competitions and project-based learning.

**Nearly 3,000**

students explored careers and mapped their futures through career fairs, job shadows, internships, and other career exploration activities.

**More than 350**

school principals and superintendents participated in a range of activities to strengthen their leadership abilities and improve student learning outcomes.

**More than 2,600**

teachers strengthened their teaching skills and increased their content knowledge.

**Roughly 350**

North Dakota businesses participated in career fairs, informing students about career opportunities available in their home state as well as the education necessary to pursue those opportunities.

**Roughly 275**

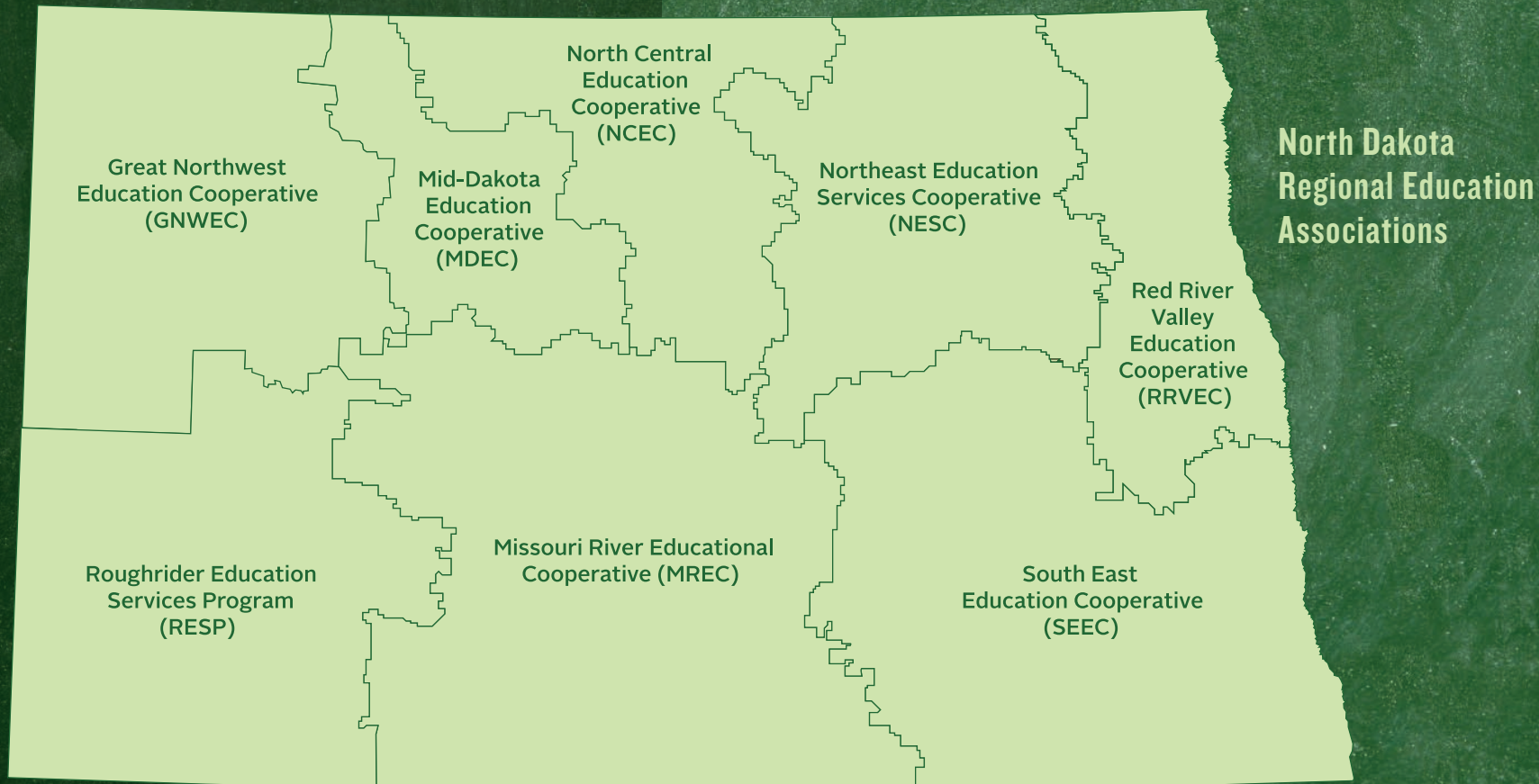
counselors learned skills to help students navigate their paths to colleges and careers.





## Take a tour of Succeed 2020 around the state, REA by REA

While all REAs addressed the three common program strategies of Succeed 2020, each offered multiple activities designed to meet the specific needs of member schools, communities, and students. The following pages provide at least one example of each REA's Succeed 2020 activities.



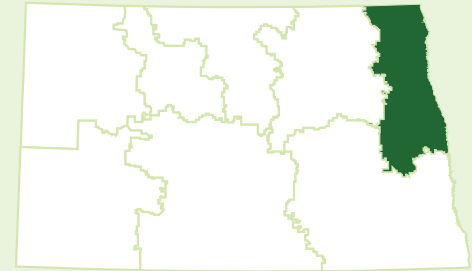
# Red River Valley Education Cooperative

With 22 member districts, RRVEC extends along the Red River in the northeastern corner of the state and is anchored by Grand Forks.

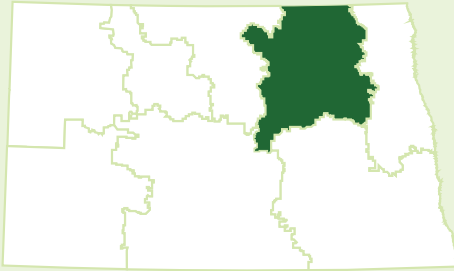
RRVEC has accelerated the teacher evaluation process by using the Marzano framework, which has allowed its schools to improve instructional leadership and establish a growth mindset.

Among participants who completed a follow-up survey, 97 percent of classroom teachers reported changing their classroom practices as a result of Marzano instructional rounds.

**100 PERCENT** of instructional coach and administrator respondents have increased their informal classroom visits since the beginning of Succeed 2020.







## Northeast Education Services Cooperative

NESC and its 22 member districts, up from 16 at the beginning of Succeed 2020, stretch from Leeds in the west to Dakota-Prairie in the east, north to Langdon and south to Fessenden-Bowdon.

**HALF of NESC's member districts participated in High Reliability Schools, a methodical, team approach to professional learning, school leadership, and school improvement.**

For five full days over two years, district teams (including superintendents, principals, teachers, counselors, and instructional coaches) worked together using a data-driven, classroom-focused framework to:

- ▶ Design schoolwide models detailing desired instructional practices and monitoring protocols.
- ▶ Evaluate grading and reporting practices.
- ▶ Explore individualized pacing of instruction and grade promotion.
- ▶ Prepare for the AdvancED accreditation process.
- ▶ Improve school safety measures.



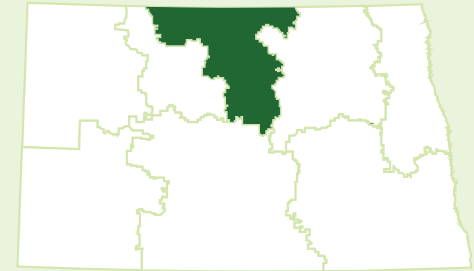
# North Central Education Cooperative

Located along the Canadian border, NCEC serves 15 small rural districts, including several that are located within the Turtle Mountain Reservation.

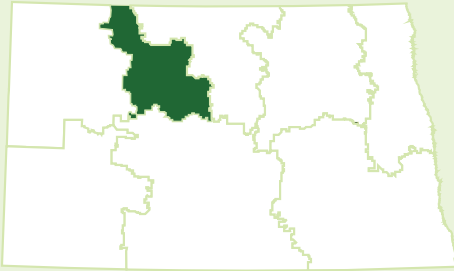
Working with schools throughout the region, NCEC realized one of the most tangible ways to help students was to increase the number of students awarded ND state scholarships. NCEC worked to ensure students met increasingly rigorous academic and CTE requirements and improved their test scores to earn scholarship funds to pay for postsecondary education.

By offering WorkKeys tests, training teachers, and focusing on areas in which students struggle, NCEC helped the number of students earning ND scholarships in the region increase over time.

**From 2013–17,  
NCEC students  
earned \$1,770,000  
in state scholarships.**







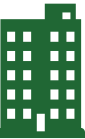
## Mid-Dakota Education Cooperative

With 15 member districts proximal to the growing city of Minot, MDEC is still one of the smaller REAs in geographical size.

In the early years of Succeed 2020, MDEC recognized the business community's capacity to strengthen career exploration opportunities for students and add relevance to curricula.

MDEC engaged representatives of nearly 30 businesses in planning for Succeed 2020. They helped identify needs in the region and strategies to engage businesses to meet these needs.

MDEC used the Succeed 2020 Work-Based Learning Manual to implement job shadows and internships for nearly 40 students. By training 23 counselors, MDEC ensured that the work-based learning program has the capacity to continue beyond Succeed 2020.

**In 2015-16, MDEC engaged more than 93 BUSINESSES**  to advise on curriculum development and host students for work-based learning opportunities.



# Great Northwest Education Cooperative

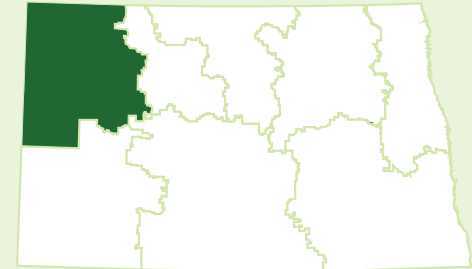
Serving 16 school districts in the five most northwest ND counties, GNWEC saw a growing and increasingly diverse student population over the five years of Succeed 2020.

One of GNWEC's most successful activities was its master teacher program. Launched in the 2013-14 school year, the program sought to increase teacher retention and improve student learning outcomes in New Town and other Fort Berthold schools.

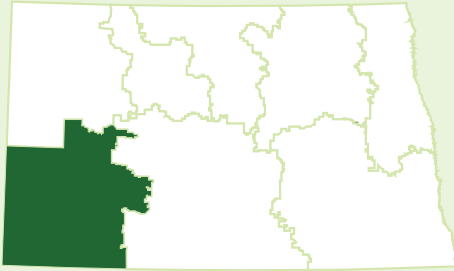
GNWEC expanded its master teacher program to 14 districts in the 2015-16 school year. In the 2017-18 school year, three schools will be maintaining the program on their own. Other school districts will not continue the program because teacher turnover has dropped so dramatically.



**After one year,  
teacher turnover  
dropped  
75 PERCENT.**







## Roughrider Education Services Program

With 19 member districts, RESP has the smallest student population of all the REAs yet one of the largest geographic footprints.

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RESP launched targeted efforts that can have life-long impacts on students.

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The transitions program supports students moving from Bureau of Indian Education (BIE) schools to ND public schools. Because of this program, RESP has seen a marked increase in academic performance and decreased drop-out rate for these students.

*“[The Killdeer district] has had greater success with retention of Native American students with the help of the Succeed 2020 initiative than at any time in the past.”*

**GARY WILZ, Superintendent**

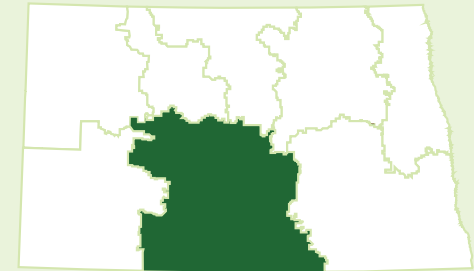
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Over time, the transitions program has grown from 8 students to 26 students, and **100 PERCENT** of participating students have graduated, compared to a 25-50 percent graduation rate for students from BIE schools prior to Succeed 2020.

# Missouri River Educational Cooperative

As the second largest REA, MREC serves 41 districts spanning a large geographic region.



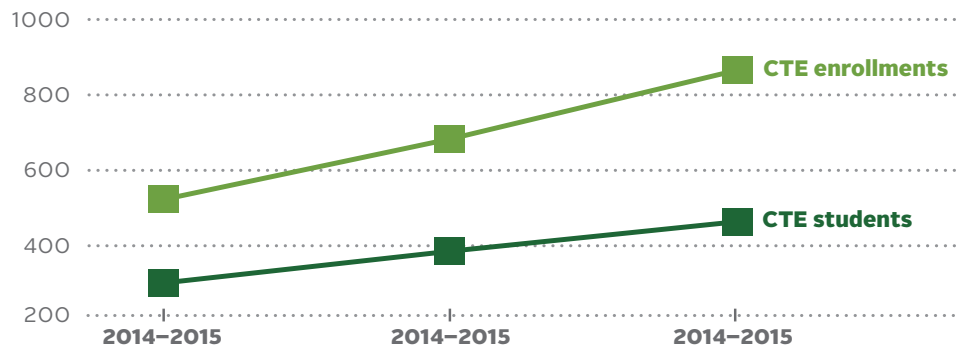
Several science, technology, engineering, and math (STEM) initiatives demonstrate MREC's coordinated work.

Students participating in the FIRST Tech Challenge were also introduced to CTE course offerings that might align with STEM courses.

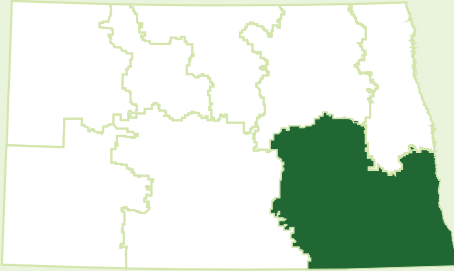
Among these is the FIRST Tech Challenge, a robotics competition that engaged 129 students from 17 schools to receive mentoring and coaching from more than 40 teachers, engineers, and software developers.

MREC saw an increase in both the number of high school students signing up for CTE courses and total enrollments in CTE courses.

## MREC DOCUMENTS INCREASE IN CTE COURSE TAKING







## South East Education Cooperative

Serving nearly one-third of the state's students through its 40 member districts, SEEC's service area covers the southeastern quadrant of ND.

Through the Multi-Tiered System of Supports (MTSS) professional development series, SEEC engaged 59 educators, administrators, and support staff representing eight teams in six school districts. MTSS is a systemic approach to supporting students both academically and behaviorally.

The MTSS series focused on engaging school leadership teams in identifying and strengthening their academic pathways to support all students.

SEEC evaluated the impact of this two-year professional development activity and found:

- ▶ At the end of year two of the MTSS project, **100 PERCENT** of participants who completed follow-up surveys indicated that their knowledge regarding MTSS implementation activities had increased.
- ▶ After year two, **89.5 PERCENT** of team members reported improved student interim assessment scores.
- ▶ **90 PERCENT** of participants surveyed reported at least moderate changes in students' engagement; **60 PERCENT** reported substantial changes in student engagements for intensive students (Tier 3).<sup>5</sup>



5. Thompson, Christopher. South East Education Cooperative.  
"2015-17 Year 2 MTSS Training Executive Summary," 7 August 2017.







# NDREA looks to the future from a position of strength

After five years of Succeed 2020 support, the REAs and the ND educational landscape have changed dramatically. Succeed 2020 served as a foundation and springboard for future work. The initiative enabled the REAs, individually and collectively, to enhance their performance in the five key areas in which they have responsibilities identified by ND Century Code:

- Professional development
- Technology support services
- School improvement
- Collection, analysis, and interpretation of data
- Curriculum enrichment

NDREA is now recognized as a major stakeholder in public education in ND and a voice for schools across the state, with 97 percent of schools now members of an REA. Thanks to Succeed 2020 support for strategic planning, website development, communications materials, and the escWorks software that produces common program management data, NDREA is poised to build on recent accomplishments and engage the individual REAS in future collaborations. The future is now—and NDREA is ready!



The future is now—  
and NDREA is ready!

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P. 15: RRVCEC

P. 16: NESC

P. 19: GNWEC

P. 23: Hess Corporation



